

Lind-Ritzville Cooperative Schools
Regular Board Meeting – February 24, 2025 - 6:30 PM - LRHS Collaboration Room
Board Study Session 6:00 PM - LRHS Collaboration Room

RITZVILLE

Flag Salute

1. Call to Order and Verification
2. Approval January 23, 2025 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$86,666.44
 - b. Transportation Cooperative Accounts Payable - \$27,776.61
 - c. Associated Student Body Fund Accounts Payable - \$34,182.20
 - d. Payroll for February 28, 2025 - \$444,520.99
 - e. Accept Resignation of MS Softball Coach - Veronica Rodriguez
 - f. Accept Recommendation for HS Softball Assistant Coach - Lacey Miller
 - g. Accept Recommendation for MS Softball Assistant Coach - Mercedes Miller

LIND

1. Call to Order and Verification
2. Approval January 23, 2025 Regular Board Meeting Minutes
3. Approval of Agenda
4. Consent Agenda
 - a. General Fund Accounts Payable - \$55,878.86
 - b. Transportation Cooperative Accounts Payable - \$27,776.71
 - c. Associated Student Body Fund Accounts Payable - \$314.55
 - d. Capital Projects Fund Accounts Payable- \$37,839.77
 - e. Payroll for February 28, 2025 - \$362,752.49
 - f. Accept Resignation of Lind Board Director - Kevin Starring
 - g. Accept Resignation of MS Softball Coach - Veronica Rodriguez
 - h. Accept Recommendation for HS Softball Assistant Coach - Lacey Miller
 - i. Accept Recommendation for MS Softball Assistant Coach - Mercedes Miller

JOINT ITEMS

5. Legislative Update
6. Reports to the Board
 - a. Students & School Program
 - i. Student Representative's Report
 - ii. Principals' Report
 - a. Cooperative Spotlight-RGS
7. Superintendent's Report
8. Public Comment
9. Policy Review & Emerging Issues

- a. Approval of Highly Capable Plan (**Lind & Ritzville**)
- b. Ritzville Surplus Items (**Ritzville only**)
- c. Adoption of Resolution 2024-25-02 Requesting a Waiver for the Implementation of a Four-Day School Week - **Ritzville only**
- d. Adoption of Resolution 24-25-02 Requesting a Waiver for the Implementation of a Four-Day School Week - **Lind only**

- 10. Finance
- 11. Other Reports
- 12. Board Director Reports
- 13. Adjournment

Items for next meeting:

RITZVILLE SCHOOL DISTRICT #160-67 and LIND SCHOOL DISTRICT #158
JOINT BOARD MEETING
January 23, 2025

The meeting of the Board of Directors of Ritzville School District #160-67 and Lind School District #158 was held in the Lind-Ritzville Middle School Cafeteria on January 23, 2025. The following members were in attendance:

Lind School Board Members:	Adam Labes	Kevin Starring
	Jim Weidemann	Breanne Williamson

Ritzville School Board Members:	Erin Repp	Tia Kubik
	Scott Carruth	Reid Phillips

Lind Chair Labes led the Pledge of Allegiance.

Lind Chair Labes called the Lind School Board meeting to order at 6:35 P.M. Director Schmunk was excused.

Lind Director Starring moved to approve the December 19, 2024 Regular Board Meeting minutes. Director Weideman seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Starring moved to approve the agenda. Lind Director Williamson seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weideman moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$71,858.17, Transportation Cooperative Accounts Payable - \$41,347.25, Associated Student Body Fund Accounts Payable - \$222.32, Payroll for January 31, 2025 - \$364,205.99, Accept Recommendation for HS Softball Coach - Gordon Towne. Lind Director Starring seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Chair Repp called the Ritzville School Board meeting to order at 6:36 P.M.

Ritzville Director Phillips moved to approve the December 19, 2024 Regular Board Meeting minutes. Director Carruth seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Kubik moved to approve the agenda. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Carruth moved to approve the Consent Agenda as follows: General Fund Accounts Payable - \$155,489.26, Transportation Cooperative Accounts Payable - \$41,347.25, Associated Student Body Fund Accounts Payable - \$16,546.07, Payroll for January 31, 2025 - \$444,955.10, Accept Recommendation for HS Softball Coach - Gordon Towne. Ritzville Director

Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Joint Items

Legislative Update

Superintendent Vanderholm updated the boards on Legislative news, sharing that he testified remotely to the Senate Ways and Means Committee requesting funding for the childcare facility. He shared that he and Business manager, Kris Robbins traveled to Olympia and met with Senators and Representatives in Olympia about childcare center project funding. He spoke about the many bills about education and shared that he gave written testimony in support of funding vans and suburbans for student transportation. Mr. Vanderholm said he will be going back to Olympia February 2-4 to advocate for additional educational funding.

Reports to the Board

Students & School Programs

Student Representative Report

Lind-Ritzville High School Student Representative, Cicely Herrera and Addy Colbert, shared an update on events happening at LRHS, including Martin Luther King, Jr activities, FCCLA Regional results and upcoming athletic events. They recognized LRHS teacher, Thomas Pulliam, for getting the needed certifications to be able to teach calculus as a College in the Classroom option. They reported that there are four seniors earning college credits by taking this class at LRHS.

Principals' Report

Lind Elementary Principal Sarah Dinkins gave an update on the new reading and writing curriculum (CKLA) and gave a brief explanation of the student writing examples that were passed around to the board.

Building principals presented board members with gifts to show appreciation to the members for their time and service to the board.

Principal reports from RGS Principal Tanner LaTour, LES Principal Sarah Dinkins, LRMS Principal Don Walker and LRHS Principal Kevin Terris were distributed to the Board of Directors in the board packets this month.

Superintendent's Report

Superintendent Vanderholm shared some grant news, the district received a trades exposure grant in partnership with Wagstaff Industries in Spokane. The 3 week summer program would expose students to different manufacturing jobs and students would work with one of our teachers, that had been trained, to work on a hand-on project. The \$50,000 grant covers travel, training and any other student/staff expenses. Other topics Mr. Vanderholm shared information about included a recent Cooperative Site Team meeting and Coffee with the Superintendent.

Superintendent Vanderholm reported on the additional research he did, as requested by the board, on the proposed 4-day school week. After speaking with nine districts that currently have

a 4-day school week and were similar in size to LRCS, Mr. Vanderholm shared his findings, including more effective professional training and development, attracting and retaining employees and the increased student academic enrichment and intervention opportunities. Advantages at the elementary level included more in-depth learning opportunities, additional time for core subjects, more time for art and music and multiple opportunities for intervention. He noted that current employees pay would remain the same. He reported that after running the numbers, there would be no additional costs for food service, even if meals were provided to take home on Thursday. Fuel and sub costs for Friday's would potentially save money for the districts. Mr. Vanderholm said it would be hard to anticipate childcare, but a locally licensed childcare provider reached out and would be able to provide childcare if the district could provide space for it. He explained that with the 154 day calendar, if a holiday landed on a Monday there would be school on that Friday. There would also be an additional 10 hours of instructional time in the school year, not including intervention time. Mr. Vanderholm reported on the survey, noting of the 325 people who responded 71% were in favor of the proposed 4-day week. He shared in talking with other districts along with the research he has done, he has not come up with any concerns, that haven't been addressed, of why not to move forward with the 4-day school week. Mr. Vanderholm stated if moving to a shorter week is a way to address student and staff fatigue, which is directly related to attendance and discipline rates which, in turn, impact learning then it is a win-win. Superintendent Vanderholm recommended that the school boards approve the proposed 4-day school week.

Public Comment

After Lind Chair Labes read the rules and regulations for public comment, Laurinda Ritz (provided a letter read by Shannon Court), Annie Trunkle-Smart, Kayla Walker, Nick Weishaar, Christina Heater, Andy Williams, Angelina Vallone, Yasenia Benal, Yesenia Herrera (provided a written statement read by Kris Robbins) and Debbie Chapman all spoke to the boards in favor of the proposed 4-day school week. Marsha Smith and Travis DeVore also spoke to the boards but were opposed to the proposed 4-day school week.

Policy Review & Emerging Issues

Lind Director Weidemann moved to table Resolution 24-25-02 Requesting a Waiver for the Implementation of a Four-Day School Week for two months. Lind Director Williamson seconded the motion. A voice vote was heard with two ayes and two nay. The motion failed.

Lind Director Weidemann moved to approve Resolution 24-25-02 Requesting a Waiver for the Implementation of a Four-Day School Week. Lind Director Williamson seconded the motion. A voice vote was heard with three ayes and one nay. The motion carried.

Ritzville Director Carruth moved to approve Resolution 2024-25-02 Requesting a Waiver for the Implementation of a Four-Day School Week. Ritzville Director Phillips seconded the motion. A voice vote was heard with two ayes and two nays. The motion failed. No further discussion was had.

Lind Director Williamson moved to approve the ordering of Micro Bird 28 Passenger Propane Mini Bus Approximately \$217,328.46. Lind Director Weidemann seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Kubik moved to approve the ordering Micro Bird 28 Passenger Propane Mini Bus Approximately \$217,328.46. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Lind Director Weidemann moved to approve the ordering of Blue Bird 48 Passenger Propane Bus Approximately \$183,198.11. Lind Director Willimason seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Ritzville Director Kubik moved to approve the ordering of Micro Bird 48 Passenger Propane Mini Bus Approximately \$183,198.11. Ritzville Director Phillips seconded the motion. A voice vote was heard with all present members voting aye. The motion carried.

Financial Reports - Business Manager Kris Robbins updated the board on finances. She shared that both districts are staying on budget even with some repairs to facilities that are not associated with Capital projects. Cash flow documents are in the financial file for the board to review.

Other Reports - There was nothing to report.

Board Member Reports - There was nothing to report.

A ten minute recess was taken. At 8:10 PM, an Executive Session (per - RCW 42.30.110) was called, for approximately 35 minutes with no action to follow.

The Lind and Ritzville School Board meeting was adjourned at 8:45 PM.

Chairman/Date

Chairman/Date

Secretary to the Board

MS Softball Resignation

1 message

Jamie Nichols <jnichols@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Mon, Feb 10, 2025 at 12:12 PM

----- Forwarded message -----

From: **Veronica Rodriguez** <veronicarodriguez7344@hotmail.com>

Date: Sat, Feb 8, 2025 at 9:18 AM

Subject: Resignation

To: Dustan Arlt <darlt@lrschools.org>

Dustan,

This email is to inform you that I will not be coach MS softball this year.

Veronica



Jamie Nichols <jnichols@lrschools.org>

Fwd: New Coaching Hire- HS SOFTBALL

1 message

Jamie Nichols <jnichols@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Fri, Feb 21, 2025 at 10:37 AM

Hello-

We also have a hire for the HS and MS assistant softball positions that I would like to recommend. Gordie Towne, Kiera Buriak, and I met with 2 candidates last week for these open positions.

I would like to recommend Lacey Miller for the HS assistant softball position. She is a recent LRHS grad and finished up college last year from Knox University in Illinois where she also played Division 3 softball there. She is home until the summer while her finance finishes up some schooling and has also started subbing in Ritzville while also working at her parents business downtown.

I would like to recommend Mercedes Miller for the MS assistant softball position. She is also a recent LRHS grad that is finishing up her elementary education degree from EWU. She is currently student teaching at RGS in our 1st grade. She was a 4 year starter and all-league softball player when she played softball here in HS.

Thanks,

Dustan

Fwd: Resignation

1 message

Jamie Nichols <jnichols@lrschools.org>
To: Jamie Nichols <jnichols@lrschools.org>

Fri, Feb 21, 2025 at 2:03 PM

On Sun, Feb 2, 2025 at 7:25 AM Kevin Starring <kstarring@lrschools.org> wrote:

Please accept this as formal notice of my resignation from the Lind School Board, effective immediately. I accepted this position, as I felt that I could make a positive difference. For personal reasons, I feel it is best for all that I respectfully step down, as my actions and decisions have been carried over into the school workplace and are creating a negative work environment for Connie. I appreciate the opportunity to serve on the Lind School board and wish you all the best in the future. Thank you.

Kevin Starring

Board Report: February 2025

LES implements a structured approach to interventions and differentiation to support diverse student needs. We are currently in the process of compiling all our academic and social emotional interventions into one [MTSS document](#) for organization and accountability. Right now to support our academic interventions we have a designated 30-minute intervention and enrichment block four days a week, where tiered support and enrichment activities take place for all special programs(special ed, English language development, Title/LAP). Each class also receives at least one hour of push-in support per day, depending on student needs and subject areas, to provide targeted assistance within the core curriculum for Tier 2 and Tier 3 students. Interventions are fluid and monitored regularly, with one professional development session per month dedicated to reviewing assessments and data to guide student grouping and instructional planning. This structured yet flexible approach ensures all staff can collaborate together and all students receive the appropriate level of challenge and support.

Teachers differentiate core instruction using Universal Design for Learning (UDL) principles to meet diverse student needs. Teachers conduct pre-assessments to guide core instruction and interventions, ensuring targeted support. Strategies include sentence stems, rubrics and scales, graphic organizers, and flexible seating to enhance accessibility. Collaborative learning, group projects, and student choice provide multiple ways for students to engage with content, while shortened assignments accommodate individual learning needs. This approach fosters an inclusive and adaptable learning environment where all students can succeed.

We are creatively utilizing designated time outside the classroom to support students without interfering with core instruction. Middle school TAs assist with reading fluency by working one-on-one with students on daily passages. Some students practice reading with an adult before or after school. Staff also provide targeted support pulling students during PE and tech, focusing on social skills, goal setting, assessments, and completing missing work. While we continue to brainstorm ways to incorporate more enrichment opportunities, finding time within the school day remains a challenge.

Ritzville Grade School

February 24, 2025 Board Report

RGS has implemented a structured yet flexible approach to address the diverse academic and social-emotional needs of our students. We are currently evaluating how to best incorporate and utilize Lind's MTSS framework to strengthen interventions and ensure better alignment across our school. For now, we use data from tools such as UFLI, NWEA, and Math Recovery to form our Title/LAP groups.

To provide targeted academic support, we offer pull-out intervention groups 2–3 times a day for 25 minutes, tailored to the specific math, reading needs of Tier 2 and Tier 3 students. These interventions are carefully planned and regularly monitored to ensure students receive the appropriate level of support. Additionally, we hold regular K–2 and 3–5 grade band meetings to collaborate, review data, and adjust our approaches to better serve all learners. Through ongoing professional development, staff analyze assessment data to refine student groupings and instructional strategies, ensuring consistency and effectiveness across grade levels.

Classroom Instruction & Support

In the classroom, teachers apply Universal Design for Learning (UDL) principles to meet students' varied needs. Pre-assessments guide both core instruction and individualized interventions, ensuring targeted and meaningful support for students who need extra help.

Teachers use a variety of strategies to enhance accessibility and engagement, including:

- **Sentence stems, graphic organizers, and flexible seating** to support different learning styles.
- **Rotation stations, learning centers, and choice boards** to provide multiple ways to interact with content.
- **Hands-on manipulatives and real-life experiences** to make lessons more engaging and relevant.
- **STEAM lab activities** to reinforce complex concepts through hands-on learning.

These varied instructional approaches help ensure that every student is engaged and supported in ways that align with their unique learning needs.

Beyond the Classroom

Outside the classroom, we leverage a range of additional support systems to enhance student learning. High school TAs work with students on reading fluency, providing one-on-one support with daily passages to reinforce foundational skills. Parent and community volunteers also play a vital role in offering individualized academic support, helping to build a learning community that extends beyond the classroom.

Additionally, our three student teachers provide targeted small-group instruction, offering extra support to students who need it most. By collaborating with these external resources, we enhance both academic and social-emotional support, ensuring that every student has access to the tools and encouragement needed for success.

Challenges & Future Goals

Despite our strong intervention and enrichment efforts, one ongoing challenge is **time**. Every day at RGS is packed with learning, exploration, interventions, and specialist activities like PE. While we would love to offer before- or after-school clubs—such as a nature club, STEAM lab exploration, or additional tutoring—busy schedules and after-school sports make it difficult to fit in these extra opportunities.

If we had more time in and outside of the school day, we could further expand interventions, enrichment groups, and hands-on STEAM activities—providing even greater support and engagement for our students.

LRMS February Board Report - Interventions and Differentiation



Lind-Ritzville Middle School continues to implement targeted intervention and differentiation strategies to support student growth in alignment with our School Improvement Plan. These efforts are yielding positive results, particularly in addressing academic gaps in reading and mathematics and improving overall student performance.

Tier 3 interventions, which is one of our primary intervention strategies, is our support system for students who are two or more grade levels behind in reading and mathematics, as identified by their I-Ready diagnostic testing. This program provides structured, small-group instruction facilitated by Mrs. Field, who engages students in a focused and interactive learning environment tailored to their specific needs. Key aspects of this intervention include data-driven support, where after each diagnostic testing session, reports are analyzed to assess student progress. Those who demonstrate proficiency have the opportunity to test out of the intervention program. Our most recent winter I-Ready testing showed notable progress, with several students testing out of the program. Among those who remain, many are demonstrating significant growth, reinforcing the program's effectiveness. This approach not only helps students bridge learning gaps but also encourages them to take diagnostic testing seriously, as the results directly impact their instructional path.

Grade check interventions are another successful intervention strategy at LRMS. This goes off of our eligibility grade check system, which provides students with additional academic support. Ms. Dawne closely tracks student grades and identifies those in need of assistance. Students requiring additional help receive structured support during 3rd period, which is an elective period for 7th and 8th graders. This designated time allows students to work on assignments, seek clarification, and improve their overall academic standing. We have seen a significant decrease in the number of students on our F-list compared to last year. Although progress has recently

plateaued, we are still averaging eight fewer students on the F-list, demonstrating the continued impact of this intervention.

The intervention strategies at LRMS have been effective in closing student learning gaps and enhancing overall academic performance. By utilizing data-driven decision-making and targeted support, we are creating an environment where all students have the opportunity to succeed. However, a key challenge remains in balancing intervention time with classroom instruction. To address this, we are exploring alternatives such as incorporating a daily advisory period into the schedule. This would allow us to provide interventions and enrichment without students missing valuable class time, but that comes with the caveat of losing time in the regular class periods. We will continue to explore and find the most appropriate way to improve student learning.

In addition to intervention strategies, differentiation in the classroom is essential to meeting the diverse needs of our students, ensuring that each learner receives instruction tailored to their individual skill levels and learning styles. The integration of AI in education has significantly enhanced our ability to provide personalized learning experiences, allowing teachers to identify gaps, adjust lesson pacing, and offer targeted support more efficiently. I-Ready is also a key tool in our differentiation efforts, as it helps assess students' proficiency levels through diagnostic testing and provides targeted instruction to meet them where they are. I have engaged in professional development focused on AI and its applications in education, which has enabled me to lead PD sessions for our staff on how AI can support differentiation. As a result, several of our teachers have begun incorporating AI tools into their classrooms, using them to customize instruction, provide immediate feedback, adjust reading passages to appropriate grade levels, and create more engaging learning opportunities. This approach is helping us better support students at all levels and ensure more equitable access to high-quality instruction.

We appreciate the board's support in these efforts and look forward to further success in helping our students reach their full potential.

Lind-Ritzville High School Intervention and Support Systems

The diagram below represents strategic efforts to implement preventive systems so students are achieving instructional goals teachers have in place for their courses.

Weeks 1-3 Teacher Classroom Intervention (Prevention)

Teachers identify students who are struggling by recording student achievement in their gradebooks on standard-bearing tasks and assessments. Students who fail to meet the standard are provided in-class interventions in the form of “re-teaches” and “re-takes” through our “at-bats” grading policy. This system encourages students to review missing assignments, re-do practice assignments, meet with the teacher for more information, and so on. This approach helps generate student agency and self-assurance with our students. When the student wants another at-bat on the standard-bearing assessment, they re-submit for an updated grade. And of course, teachers still hound students to get their at-bat taken care of soon.

Weeks 4-7 Progress Monitoring by the Principal, Counselor and Paul McAnally (Intervention)

Kevin, Kayla and Paul run a weekly grade check and monitor students who are frequently failing courses for more than three weeks. Once we identify those students, I meet with those students to discuss barriers they are facing as learners. I learn a lot in those meetings. We take an approach that is non-punitive (punitive measures rarely work to re-engage learners). Though much conversation, the high schools staff has agreed to pull students from 7th period electives, one or two times a week, for a short period of time, so the student can focus on retakes and redos under the supervision of Mrs. Nichols. We monitor this from one week to the next, and remove students from the system as soon as they get their grades up to passing. We have seen great success from this approach, and students see it as a graceful way to address their learning concerns. I am seeing students advocating for themselves during these meetings, showing up with alternative plans they would like to pursue rather than mine! Students who do not approve during this short period of time move to the next step.

Weeks 8 or more: Extensive Intervention

When students are habitually failing courses each week, we have conversations with the student and the parent about our after school program and staying all day on Fridays, and we likely will schedule them out of their 7th period elective to be with Mrs. Nichols full time 7th period. Sometimes seven classes is just too much, and Mrs. Nichols has a wonderful system for teaching students better skills so they improve not just with their grades, but also with how they approach their school day. About 5% of our student population take Mrs. Nichols 7th period intervention course in their schedule. Students who are recovering a credit or failed a course in the previous semester are scheduled in this classroom as well.



Below is our Freshman Intervention Checklist–We use this to ensure that every 9th grade student's academic progress is being monitored and we have safety nets in place when they have a hiccup in a class or two.

Freshman Intervention Specialist Weekly Routine

All Students

- ☐ Update your Freshman student list by looking up each students' grades, attendance rate, and disciplinary reports. Please use the [Freshmen Caseload Spreadsheet](#)
- ☐ Run Fs Report and highlight students who are failing. For students who have failed for two weeks, visit with the student and contact the parent about the two consecutive weeks of not passing a course.
 - ☐ Recommended after school program with teachers
 - ☐ Recommend parent contact the teacher.
 - ☐ Provide a [follow-up letter](#), listing the missing assignments. This can be in the form of a progress report. Skyward provides progress reports. You will need to learn how to print those out.
 - ☐ Warn the parent that if the student is failing for a third week, Mr. Terris will require the student to complete the school work after school, during lunch, or Mrs. Nichols' classroom, until the student is passing the class.

Students who are routinely failing or are failing multiple courses at one time

- ☐ Research one of the [eight executive functions](#) and provide your special caseload students a short introduction to the function. Require the student to set a goal in this area for the next 5 days. Report to Kevin what the executive function topic is you are focusing on.
- ☐ Discuss with your caseload students their experience with the success or failure in meeting their goal from above each week.
- ☐ Run [missing assignment reports](#) for your caseload students. Schedule a meeting with the student to create a plan that prioritizes the missing assignments. This may take some help from teachers. I think we can run reports but we can meet on this.
- ☐ Provide Kevin with a list of Freshman students who have a total of two or more excused and/or unexcused absences in the last twenty days. Highlight students who are failing one or more classes. Be prepared to meet with Kayla and Kevin to go over this data.
- ☐ Provide Kevin a list of students to recognize personally for making academic improvements.



Lind-Ritzville Cooperative Schools Highly Capable Education Plan

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Introduction

The purpose of this handbook is to outline the District’s plan to serve advanced learners from kindergarten through grade twelve.

Highly Capable Mission Statement

The District encourages highly capable students to maximize their potential by reaching extraordinary heights and by internalizing highly effective life skills. The highly capable program includes a well defined advanced level curriculum delivered by exceptional teachers who artfully and explicitly connect this high level curriculum with readiness, interest and learning profiles of students.

Lind-Ritzville Cooperative School District Statement of Philosophy

Lind-Ritzville Cooperative School District is committed to meeting the needs of all learners. The District’s stated mission:

We recognize that highly capable students have special talents that must be nurtured, as well as unique needs that must be addressed through accommodations such as differentiation of content, instruction, and assessment, as well as through careful attention to their social-emotional development. By considering the whole child, and not just his or her innate abilities, teachers, parents, and administrators will be able to challenge and motivate highly capable students to reach for the stars and achieve at their full potential.

Highly Capable Program Goals/Desired Results

- Continuous Academic Progress for Advanced Learners
Specific annual goals and objectives (that go beyond addressing grade level content standards) are developed for identified advanced learners based on the District's advanced level curriculum and individual student readiness, interests, and learning profiles.
- Professional Development Focused on Advanced Learners
Teachers, support staff, and administrators received professional development designed to help them effectively address the academic and social/emotional needs of Lind-Ritzville Cooperative School District's advanced learners.
- Improved Communication
Staff, students, and parents have a common understanding of and easy access to the District's Highly Capable Plan

Glossary of Terms

Advanced Learner

A student who is achieving at the advanced level of performance in one or more academic areas. This student has a deep understanding of the important concepts of course content and can readily provide new insights about the learning. The advanced learner demonstrates mastery of the more complex strategies learned and can perform these with little or no conscious effort. Advanced learners may be intellectually gifted or high achievers who demonstrate the capacity to perform at the advanced level.

Cluster Grouping

A method of grouping students within a regular classroom setting. Through cluster grouping advanced learners, for example, can receive differentiated instruction and curriculum,

appropriate for their level, from the regular classroom teacher.

Curriculum Compacting

An instructional strategy that allows students who demonstrate mastery of a skill or deeper understanding of a content area, to omit portions of the assigned curriculum, and substitute it with extension assignments that match their interests, abilities, and academic needs.

Depth

A form of differentiation that gives a student opportunities to extend and elaborate on a curricular topic. With teacher assistance, the student uncovers more details and new knowledge.

Differentiation

Adapting the curriculum to meet the unique needs of learners by making modifications in complexity, depth, and pacing.

Flexible Grouping

A temporary method of grouping students for instruction using interest, ability level, or other students' needs to determine groups of a particular project or unity of study. This method is used often to group students who are advanced learners in one area but not another.

Multiple Criteria

Student information and data from multiple sources used collectively to identify advanced learners.

Part-time Grouping

Grouping advanced learners for specific coursework during the school day.

Tiered Instruction/Tiered Assignment/Adjusted Assignment

An instructional strategy that provides all students with the same essential ideas and skills related to a standard, but at different levels of complexity, abstractness and difficulty. A

tiered or adjusted assignment is one in which each student has the opportunity to develop skills and understandings at his or her appropriate level of challenge.

Characteristics of Highly Capable Learners

Although every gifted learner has his/her own unique characteristics, many intellectual and corresponding personality characteristics are typical of many gifted youngsters. These qualities usually exist with a higher degree of intensity and energy the more gifted the student.

Intellectual Characteristics	Personality Characteristics
❖ Exceptional reasoning ability ❖ Facility with abstraction ❖ Early moral concern ❖ Analytical thinking ❖ Capacity for reflection ❖ Intellectual curiosity ❖ Complex thought process ❖ Passion for learning	❖ Insightfulness ❖ Perfectionism ❖ Sensitivity/Empathy ❖ Acute self-awareness ❖ Tendency toward introversion ❖ Need to understand ❖ Need for precision/logic ❖ Intensity

❖ Divergent thinking/creativity ❖ Rapid learning rate ❖ Vivid imagination ❖ Powers of concentration ❖ Keen sense of justice	❖ Nonconformity ❖ Need for mental stimulation ❖ Excellent sense of humor ❖ Perseverance ❖ Questioning of rules/authority -Linda Kreger Silverman
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Challenges Associated with Strengths of Highly Capable Learners

It is important to remember that no highly capable learner exhibits every characteristic in every area listed above. However, knowing the possible range of behaviors and understanding how those behaviors might be interpreted in different ways can help parents and teachers better nurture these students.

Strength	Possible Challenge
❖ Acquires/retains information ❖ Enjoys problem-solving ❖ Eagerness ❖ Creative/Inventive ❖ Inquisitive; searches for significance Large vocabulary; advanced, broad information ❖ Intense concentration; long	❖ Impatient with others ❖ Resists routine; questions teaching procedures ❖ May be seen as overly active ❖ May be seen as disruptive/out of step ❖ Asks embarrassing questions ❖ May use words to manipulate; bored with school

attention span in areas of interest ❖ Strong sense of humor	❖ Neglects duties or people during periods of focus; resists interruption ❖ May become “class clown” for attention -Adapted from Clark and Segoe
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Assessing and Identifying Students for the Highly Capable Education Program

Referral

Conducted in the spring of each year following winter district assessments

- Lind-Ritzville Cooperative School District uses a variety of measurements to qualify a student as highly capable. Building Principals gather information from teachers and parents for further referral information. In addition, all students in grades 1st and 4th grade will be universally screened using a variety of measurements. We then further assess all identified students using the Cogat 8. The Multidisciplinary selection committee reviews that data as well as multiple other data sources to determine qualification. No single data point disqualifies a student from identification. We look extensively for student data to qualify students when appropriate.
- Teachers complete the Teacher Nomination Form including most recent district assessment results and send it to the Building Principal.
- Parents, other district staff, and community members complete the Parent/Community Referral Form and return it to their child’s school office.

Assessment Process

Multiple criteria are reviewed and may include:

- CogAT 8 Full Battery
- Smarter Balanced Assessments
- District Standardized Assessments
- Teacher recommendations / checklist
- Parent recommendations / checklist
- Standards-based grade reports and performance levels
- Placement tests for courses
- Classroom performance

Highly Capable Selection Committee

The multidisciplinary selection committee (MSC) for the final selection of the most highly capable students for participation in the Lind-Ritzville Cooperative School District's program for highly capable students shall consist of the following professionals (WAC 392-170-070):

- A special teacher; if a special teacher is not available, a classroom teacher shall be appointed (WAC 392-170-038)
- A psychologist or other qualified practitioner with the training to interpret cognitive and achievement test results
- The building principal
- Such additional professionals, if any, the district deems desirable

The multi-disciplinary selection committee will evaluate individual student assessment profile data. The selection decision is based on:

- A preponderance of evidence from the profile data demonstrating that a student is among the most highly capable;
- Evidence of clear need for highly capable services; and
- Determination of which students would benefit the most from inclusion in the district's program.

A single assessment score or indicator will not prevent a student's selection for the HCP; however, individual pieces of evidence, if strong enough, can indicate that the student would benefit from services. If properly validated tests are not available, the professional judgment of the qualified district personnel shall determine eligibility of the student based upon evidence of cognitive ability and/or academic achievement.

Appeals Process

Lind-Ritzville Cooperative School District has adopted a procedure for appealing the multidisciplinary selection committee's decision and will disseminate this procedure to the public. This process includes:

1. The Parent completes an Appeal Form within 10 days of receiving notification (including supporting evidence) . Return to: Don Walker, Highly Capable Coordinator at dwalker@lrschools.org.
2. Meeting of the appeals committee (multidisciplinary team and at least one additional professional who was not part of the decision being appealed)

3. Appeal committee will review the appeal within 15 school days. A written summary of findings will be sent and a copy of the appeal and summary of findings will be included in the student's cumulative file.

Highly Capable Program Exit Procedure

The exit process for the program involves the teacher, student, parents, and the school principal.

- Parents may remove their students from the program by contacting the student's teacher or principal and completing an Exit Form.

Continuum of Services K-12

A differentiated curriculum model is in place for all students at the elementary, middle, and secondary levels during the school day. Advanced learners are provided the advanced level component of the general education curriculum.

Currently, the District uses flexible grouping in kindergarten through grade 5. Advanced learners receive more open-ended, long-term, and complex assignments that require a balance of independent and collaborative thinking with like-peers.

At grades 7 and 8, students receive instruction that compacts, extends, and exceeds the core curriculum. These courses are designed to specifically address the needs of advanced learners with tiered assignments and differentiated resources that require more depth and complexity than the regular grade level curriculum. Curriculum compacting is used to allow time for the more advanced level curriculum.

Highly capable students at the high school are served by a College in the High School Course(s).

K-5 Elementary

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Afterschool enrichment programs

6-8 Middle School

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Acceleration
- ❖ Afterschool enrichment programs

9-12 High School

- ❖ Differentiation within the general education classroom
- ❖ Specific focus will be on addressing the academic learning needs of the selected highly capable students
- ❖ Acceleration
- ❖ College Study Lab/Directed Studies
- ❖ CiHS Courses

Differentiated Curriculum

A differentiated classroom is one that offers a variety of learning options designed to tap into the different readiness levels, interests, and learning profiles of its students. Differentiation can occur in content (what is presented), process (how it is presented), and product (how it is assessed). The goal is to maximize learning time for the advanced learner.

Examples of Differentiation

- ❖ Pre-assessment is typical and guides learning options
- ❖ The teacher adjusts content, process, and product in response to student readiness
- ❖ A variety of ways for students to explore the curriculum is available

- ❖ Learning is multi-faceted and interdisciplinary
- ❖ Flexible grouping is used
- ❖ Students have multiple options for demonstrating what they have learned
- ❖ Ongoing assessment of student readiness and growth occurs
- ❖ Abstract, complex, higher-level thinking is emphasized

Program Evaluation

Progress will be monitored two times per year to assess student growth and appropriateness of services.

Student growth data will be analyzed to determine the effectiveness of highly capable services including universal screeners/progress monitoring, district benchmark assessments, common formative assessments, state assessments and other local assessments.

The MSC will meet annually to review the overall process, assess effectiveness of individual parts, and engage in continuous improvement of the process and program.

The MSC will evaluate expenditures and effective use of funds to enrich or expand opportunities for students.

Dear Families,

It is time to nominate students for the LRCS Highly Capable Program!

Highly Capable Services and Program

The Lind/Ritzville Cooperative School District will be accepting nominations for assessing students for Highly Capable Services. Highly Capable Services in LRCS may include the following: accelerated learning in content areas; enrichment opportunities; differentiated instruction; College in the High School courses; LRHS co-curricular competitions. The Highly Capable plan is available on the district website.

All students nominated by parents or teachers will be screened to determine their eligibility. In addition, data from all students in 1st and 4th grades will be reviewed as part of the universal screening process.

In addition to the 1st and 4th graders, all parents or teachers who wish to nominate their K through 11th grade children may pick up a nomination form in the school office or print off a form from the link below, to be turned in

by **(Insert Date)** (the final day to nominate a student). No late nominations or outside (private) test scores will be accepted. Those students who meet the criteria based referral data, teacher referral checklist, district and/or state test scores will be invited to take the full Cognitive Abilities Test (CogAT8) at their home campus in March.

Parent/Community Referral English:

[Click Here](#)

Parent/Community Referral Spanish:

[Click Here](#)

The goal for Highly Capable Services is to support and provide appropriate academic challenges to students with extraordinary ability in English/Language Arts or Math.

DATES TO REMEMBER:

(Insert Date) – All Highly Capable Nomination Forms are due in the student’s home school office at Lind Elementary, Ritzville Grade School, Lind/Ritzville Middle School or Lind/Ritzville High School.

Round 1 – Early **March**, data will be reviewed and eligible students will move on to take the CogAT8 full assessment administered during the school day at students’ home schools.

Round 2 – **Late March** CogAT8 test for those who qualify from Round 1 (date and time to be announced).

*If a child is ill or unable to attend the testing session, parents must contact the principal’s office to schedule a make-up test. No outside test scores will be accepted.

LIND RITZVILLE SCHOOL DISTRICT HIGHLY CAPABLE PROGRAM

Parent/Community Referral Form

Please complete the information as fully as possible and submit it to the building office.

Student’s Name:	Grade:	Age:
Parent’s Name:		Phone:
Address:	City:	Zip:

Rate the student on each of the items below. Circle the number that indicates how you perceive the student.

Low.....High

1. Has above-average language development	1	2	3	4	5
2. Develops ideas from simple to complex, concrete to abstract	1	2	3	4	5
3. Has an interest and curiosity about many topics	1	2	3	4	5
4. Finds opportunities for initiating or creating projects	1	2	3	4	5
5. Is aware of detail and a keen observer	1	2	3	4	5
6. Draws on internal knowledge to solve problems	1	2	3	4	5
7. Has unusual persistence on a topic of interest	1	2	3	4	5
8. Uses imagination in writing, music or art	1	2	3	4	5
9. Is aware and sensitive to feelings and needs of others	1	2	3	4	5
10. Has “need to know” or desire to excel	1	2	3	4	5
11. Has unusual ideas or approaches to problem solving	1	2	3	4	5
12. Learns quickly and easily	1	2	3	4	5
13. Can deal with a high degree of complexity	1	2	3	4	5
14. Has a keen or different sense or humor	1	2	3	4	5
15. Needs little external motivation on projects	1	2	3	4	5
16. Enjoys fantasy and elaborating on ideas	1	2	3	4	5
17. Seeks or carries responsibility	1	2	3	4	5
18. Plays with ideas	1	2	3	4	5

19. Generally directs an activity she/he is involved in	1	2	3	4	5
20. Creates original plays, music or other art works	1	2	3	4	5
21. Has a high level of enthusiasm for learning	1	2	3	4	5
22. Has the ability to concentrate for long periods of time	1	2	3	4	5
23. Reads everything and almost anything	1	2	3	4	5

24. Tells you more than you expected about almost anything	1	2	3	4	5
--	---	---	---	---	---

Describe any special talents or interests of the student:

Renzulli-Hartman Inventory of Superior Students

Teacher Referral Checklist -Part 1 - LEARNING Characteristics

Student's Name _____ Grade _____ Year _____

Teacher Completing Form: _____ Date: _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
--	---	---	---	---

Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency				
Possesses a large storehouse of information about a variety of topics, beyond the usual interests of children in their age group				
Has quick mastery and recall of factual information				
Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things or people "tick"				
Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things				
Is a keen and alert observer, usually "sees more" or "gets more" out of a story, film, etc., than others of age				
Younger children: learned to read at an early age; is independently absorbed in books and reading. Older children: reads a great deal on his/her own; usually prefers much higher level or adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases				
Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL LEARNING SCORE = WEIGHTED COLUMN TOTAL				

Part 2 - MOTIVATIONAL Characteristics

Student's Name _____ Grade _____ Year _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
--	---	---	---	---

Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion; sometimes difficult to get him/her to move to another topic				
Is easily bored with routine tasks				
Strives toward perfection; is self critical; is not easily satisfied with his/her own speed or products				
Prefers to work independently; requires little direction from teachers				
Is interested in many "adult" problems such as religion, politics, race - more than usual for his/her age				
Often is self assertive (sometimes even aggressive); stubborn in his/her beliefs				
Likes to organize and bring structure to things, people, and situations				
Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL MOTIVATIONAL SCORE = WEIGHTED COLUMN TOTAL				

Part 3 - CREATIVITY Characteristics

Student's Name _____ Grade _____ Year _____

1-Seldom or Never 2-Occasionally 3-Considerably 4-Almost Always

<i>Check one box for each characteristic listed below.</i>	1	2	3	4
--	---	---	---	---

Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything				
Generates a large number of ideas or solutions to problems and questions; often offers an unusual "way out", unique clever responses				
Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreements; is tenacious				
Is a high risk taker; is adventurous and speculative				
Displays a good deal of intellectual playfulness; fantasizes; imagines "I wonder what would happen if"; manipulates ideas; is often concerned with adapting, improving, and modifying institutions, objects and systems				
Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others				
Is usually aware of his/her impulses and more open to the irrational in himself/herself; freer expression of feminine interests for boys, greater than usual amount of independence for girls; shows emotional sensitivity				
Is sensitive to beauty; attends to aesthetic characteristics of things				
Is nonconforming; accepts disorder; is not interested in details; is individualistic, does not fear being different				
Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination				
COLUMN TOTAL (add total checks)				
X WEIGHT	1	2	3	4
TOTAL CREATIVITY = WEIGHTED COLUMN TOTAL				

PLEASE ENTER A COMBINED TOTAL SCORE FOR ALL THREE RENZULLI-HARTMAN INVENTORIES:

104-102 = Extreme evidence of giftedness 99-91 = Considerable evidence 90-78= Strong evidence

**Lind-Ritzville Cooperative School District
Highly Capable Permission to Test**

Please complete this form and return it to your child's teacher.

Dear Parent/Guardian:

(student name) (homeroom teacher) (grade)

Your child has been recommended for or you have requested testing for possible placement in the highly capable program.

Parental permission must be obtained in writing before the district can conduct assessments to determine eligibility for participation in programs for highly capable students.

If you would like to have your child tested, please sign below and return this form to the office of the school where your child is enrolled.

Sincerely,

Principal

_____ I wish to have my child tested _____ I do **not** wish to have my child tested

If qualified, I give permission for my child, _____, to participate in Lind-Ritzville Cooperative School District's program for highly capable students.

Parent/guardian Signature Date

Student full name-please print Birth date Phone Number

Date _____

Dear Parent(s) of _____,

Based on the decision of the Multidisciplinary Selection Committee your child has been **identified as highly capable**. I have included the score results for the Cognitive Abilities Test

below. The attached pages share details on our identification of students, program services, and exiting procedures for the Highly Capable Program.

Lind-Ritzville Cooperative School District will offer highly capable students the following programs which may include but are not limited to: *accelerated learning opportunities; a differentiated curriculum model; flexible academic grouping arrangements that provide for intellectual and interest peer group interactions; curriculum compacting; honors and advanced placement classes and programs designed to share resources and facilities to maximize student learning and mentorships and career exploration.* Each individual student or group of students with similar needs shall have a program plan. Services will be made available based on that plan and include a continuum of services.

Qualified students will have first access to after school accelerated learning opportunities at our elementary schools. Watch for details of after school offerings coming home with your child. **As per Washington State Administrative Code, we are required to have parental permission to identify and serve highly capable students. Attached you will find a permission form to be signed and returned to your child's school.** Please contact me with any questions you may have about our Highly Capable Program. Again, thank you for your support of your child's education.

Cognitive Abilities Test

Verbal: The test on the Verbal Battery appraises verbal inductive and deductive reasoning skills, as well as flexibility, fluency and adaptability when working with verbal materials and solving verbal problems. Student Percentile Score

Quantitative: The tests on the Quantitative Battery appraises inductive and deductive reasoning skills as well as flexibility and fluency in working with quantitative symbols and concepts. Student Percentile Score

Nonverbal: The tests on the Nonverbal Battery present the most novel problems to students. The items on these items use only geometric shapes and figures which have little direct relationship to formal school instruction. Student Percentile Score

Sincerely,

Principal

Date _____

Dear Parent(s) of _____,

Based on the decision of the Multidisciplinary Selection Committee your child **has not**

been identified as highly capable. I have included the score results for the Cognitive Abilities Test below, which is one of the measures used to determine eligibility for this program.

Verbal: The test on the Verbal Battery appraises verbal inductive and deductive reasoning skills, as well as flexibility, fluency and adaptability when working with verbal materials and solving verbal problems. Student Percentile Score _____

Quantitative: The tests on the Quantitative Battery appraises inductive and deductive reasoning skills as well as flexibility and fluency in working with quantitative symbols and concepts. Student Percentile Score _____

Nonverbal: The tests on the Nonverbal Battery present the most novel problems to students. The items on these items use only geometric shapes and figures which have little direct relationship to formal school instruction. Student Percentile Score _____

If you would like to appeal this decision:

- Complete an Appeal Form within 10 days of receiving notification (This is on Lind Ritzville School District's website)
- Include supporting evidence
- The appeals committee will meet to review the appeal within 35 school days of receiving the appeal and a written summary of findings will be sent.

If you would like to refer your child next school year, please watch for the dates for the referral process.

If you have further questions, please contact me at _____.

Sincerely,

Principal

Highly Capable Learning Plan
Lind-Ritzville Cooperative School District

Personal Information

Student Name _____ Date _____

Grade _____ School Year _____ Student ID# _____

Teacher Name(s) _____

Domain for Highly Capable Services (Check all that apply.)

☐ Math ☐ ELA

Yearly Learning Plan (Check all that apply.)

☐ Differentiated Instruction

☐ Flexible grouping

☐ Accelerated learning

☐ Enrichment program(s)

☐ Accelerated Math Placement (MS)

☐ Advanced Placement (HS)

Narrative of Plan's Academic Goals (Include focus of student's achievements & interests):

Year's End Follow-up: Were Highly Capable Program goals met? Yes/No Explain.

Recommendations for next year:

**Lind-Ritzville Cooperative School District
Highly Capable Program Appeals Form**

Student: _____ Grade: _____ School: _____

Parents: _____ Address: _____

Home Phone: _____ Cell Phone: _____

Reason(s) for appeal (please check all that apply): The appeal must include the reasons for the appeal as well as any supporting information.

☐ Error in Scoring

☐ Testing Bias

☐ Special Circumstances

Reason(s) for Appeal:

Parent/Guardian Signature: _____ Date: _____

Send completed form and supporting evidence to the School Office/ Attention Principal:

Process for appealing the selection decision includes:

- Complete and Appeal Form within ten (10) business days of receiving notification • Include supporting evidence
- The appeals committee will meet to review the appeal within thirty-five (35) days.

February Surplus Request List

Values are less the \$1,000 total

Kitchen Aid Model	Color	Serial Number	Manufacture Year
KSM90	Blue	WE2444781	1995
KSM90	Blue	WD2944308	1994
KSM90	Blue	WC1536654	1993
KSM90	White	W90100023	1989
Classic	White	W82831894	1988
K45SS	Beige	None	1984

LIND SCHOOL DISTRICT NO. 158
RESOLUTION NO. 24-25 02

AND

RITZVILLE SCHOOL DISTRICT NO. 160/67
RESOLUTION NO. 2024-25 02

REQUESTING A WAIVER FOR THE IMPLEMENTATION OF A FOUR-DAY SCHOOL WEEK

WHEREAS, RCW 28A.150.220(2) mandates that school districts in Washington State provide a minimum of 180 school days per year; and

WHEREAS, the Lind and Ritzville School Districts Boards of Directors seeks to enhance educational outcomes and operational efficiency by implementing a four-day school week; and

WHEREAS, the Office of Superintendent of Public Instruction (OSPI) permits school districts to apply for an Economy and Efficiency Waiver under WAC 180-18-030 to modify the standard school calendar; now

BE IT THEREFORE RESOLVED, the Board of Directors of the Lind and Ritzville School Districts request a waiver from the OSPI for the following:

a. Basic Education Program Requirement for Waiver:

The requirement to maintain a minimum of 180 school days per year, as stipulated in RCW 28A.150.220(5).

b. School Years for Waiver:

The waiver is requested for the 2025-2026, 2026-2027, and 2027-2028 school years.

c. Number of Days Waived Each School Year:

The district requests a waiver of 26 or 22 school days per year, reducing the number of school days from 180 to 154 or 158, while ensuring that the total instructional hours meet or exceed state requirements.

d. Support for Improving Student Achievement:

The implementation of a four-day school week is anticipated to improve student achievement by:

- Providing extended instructional periods, allowing for more in-depth exploration of subjects.
- Reducing student and teacher absenteeism, thereby increasing continuity in learning.
- Allocating one day per week for targeted interventions, professional development, and collaborative planning, which supports differentiated instruction and addresses individual student needs.
- Enhancing student and teacher well-being by offering a balanced schedule that reduces burnout and increases engagement.

Research indicates that such scheduling can lead to improved academic performance and attendance.

e. Compliance with Instructional Hours Requirement:

The Lind and Ritzville School Boards of Directors attests that, under this waiver plan, the district will meet or exceed the minimum instructional hours requirement of RCW 28A.150.220(2), ensuring that students receive the mandated educational instruction over the course of the school year.

BE IT FURTHER RESOLVED that the Superintendent is authorized to submit this waiver application to the OSPI and to take all necessary steps to implement the four-day school week upon approval.

APPROVED by the Board of Directors of the Lind and Ritzville School Districts at the regular meeting thereof held this 24th day of February, 2025.

Lind School District #158

Ritzville School District #160/67

Chair

Chair

Director

Director

Director

Director

Director

Director

Director

Director

ATTEST:

Superintendent and Secretary to Board of Directors
Lind School District #158 and
Ritzville School District #160-67